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ABSTRACT

Ferris State University's (FSU's) Collegiate Skills Program assists academically underprepared students in their transition to college. The program was initiatied in fall 1985 in response to increasing numbers of entering freshmen with inadequate reading and writing skills and subsequent high rates of attrition. Focusing initially on students with high school grade point average of less than 2.0, the program provided the following: an intake interview to review students' high school records and achievement test scores; pre-enrollment counseling to clarify program expectations and assess students' attitudes toward college; an assessment of students' basic skills in reading, writing, and mathematics; credit-bearing courses in math and study skills, and paired reading and writing courses; a learning laboratory; an exit interview with a counselor if students decided to change their curriculum or withdraw from the program; and competency-based instruction and flexible completion strategies. Results from the first year of program operations indicated that it was possible to both increase students' reading, math, and English proficiencies in as little as 30 weeks, and to improve student retention while maintaining academic standards. Data from the three years of operation of the project suggest that virtually every student who persists for up to three terms in the College Skills Program will reach competency in reading and writing and will be able to handle freshman-level course content. (AYC)

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REPORT ON THE FERRIS STATE UNIVERSITY COLLEGIATE SKILLS PROGRAM

Three year findings of the Collegiate Skills Program's impact on academically high risk General Studies freshmen.

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The following report is a summary of the development, implementation and outcomes of Ferris State University's Collegiate Skills Program. The report will chronicle the program from the Fall of 1983 when the initial concept for the program was first discussed through the Spring of 1988 when the program completed its third year of operation.

COLLEGIATE SKILLS PROGRAM DESCRIPTION

The Collegiate Skills Program is an academic support program designed to assist academically under-prepared and high-risk freshman students in their transition to college. The program is comprehensive in design and serves approximately 200-250 students per academic year.

The Collegiate Skills Program prepares students to reach college readiness competency in reading and writing through a series of developmental course offerings (ENG 074-075-076, RED 063-064-065). It teaches two courses (G-E 103-104) that deal with the skills needed to make a successful transition to college. It requires all program students to take a college study skills course and makes available a career exploration course for those needing assistance in this area. The program also addresses students' personal needs through a two stage advising program. The first stage is proactive, and includes a summer orientation program, the transition to college courses, mandatory student advising sessions, bi-weekly grade reports and workshops on a variety of issues affecting freshmen students. The second stage is intrusive, which means the advisor intervenes at the first sign of difficulty and makes attempts to solve problems before they grow into major concerns.

The advising is done on a one-to-twenty-five ratio and is accomplished in a time-saving, innovative way through the G-E 103 and G-E 104 courses. The courses are structured to allow as much time as is needed to work with students on advisory issues.

The program has a full-time academic counselor, three full-time tenure track faculty and a full-time program coordinator. In addition, it employs two two-term adjunct faculty and a full-time secretary.

The program operates an Academic Skills Center that provides individual and group academic assistance, diagnostic testing, academic and personal workshops and assistance for teachers who wish to individualize portions of their courses using the center.

Collegiate Skills Program Philosophy

The Collegiate Skills Program is guided by the philosophy that students must be involved in and take responsibility for their learning. The program staff believes that student success is as much a matter of action and attitude as it is intelligence and ability. Students must become aware of their talents and capabilities in order to plan realistic educational goals. The program provides for a firm, structured learning environment in

which students can begin to form lifelong work habits. While personal contacts, caring, and intervention are important elements of our philosophy, the key is in helping students to take control of their lives in a way that will allow them to meet the real work world requirements for success. Students are given the opportunity to improve their academic skills, assess and develop their inner qualities, and most importantly to take personal ownership of their successes and failures. It is our purpose to help students learn to cope and master the struggles inherent in completing a college education, not to eliminate those struggles for them.

A. History

Ferris State University was founded in 1884 by Woodbridge N. Ferris, a distinguished Michigan educator and legislator. Ferris believed that a college education should be available to anyone willing to earn it. He believed that students should be counseled and motivated effectively enough to instill in them a desire to perform to the best of their abilities. His unique ideas of providing the opportunity of post secondary education to anyone willing to work at it has been the cornerstone of FSU's philosphy for over 100 years.

Ferris State University is a four-year, state supported, open-door institution. It has in its role and missions statement the following, " Ferris allows prospective students, including those with marginal academic records, the opportunity to try to achieve a college education." Inherent in this statement is the responsibility of Ferris to try to retain and graduate students who are academically underprepared for college. Ferris has long recognized its commitment to these students and for decades has had courses and services in place to assist these students.

In 1974 Ferris' Office for Student Development Services (SDS) was founded to enhance and further develop academic support services to include tutoring, basic skill courses, workshops and special services for handicapped and learning disabled students. SDS currently serves approximately 30% of the 11,300 students enrolled campus-wide. While these services are vital in aiding student retention, their main focus has been supportive not developmental. This factor, coupled with an ever increasing number of underprepared students attending college, made it clear that a more comprehensive effort to assist the underprepared student population was necessary if they were to be retained and graduated. In the fall of 1983, Dr. Keith Montgomery, then the Dean of the School of Arts and Sciences, directed a committee to develop a concept paper aimed at addressing the issue of coping with the underprepared college student. Specifically, the committee was asked to examine strategies aimed at reducing the high attrition rate of academically underprepared students at Ferris State University.

B. The problem

The problem facing Ferris State University was really twofold. There was a large number of entering freshman students (1100 with an ACT English score of 15 and below) whose reading and writing skills were deficient to the point of needing remediation, but whose retention rate from freshman to sophomore year was a very positive 65% (10% higher than the national average for open-door four year public institutions). There was also an ever

increasing population of "opportunity students" (approximately 10% of freshman FTIAC population), those entering the institutions with less than a 2.0 GPA from high school who were attriting at a rate of nearly 70% from freshman to sophomore year. The committee decided, due to limited resources, to take on the task of effectively dealing with the remediation of the reading and writing problems of nearly 40% of the freshman class. Because some positive efforts were already being made by the Language and Literature Department and SDS to assist these students, it was decided that the opportunity students would be the focus of the committee's efforts.

C. Approach

The committee developed a four pronged approach to the task of determining what would be the most effective way to deal with the problems projected by the opportunity students. The first was to conduct a thorough review of the professional literature. The second was to make on site visits to exemplary developmental programs identified as serving opportunity students (this information was available through the National Association of Developmental Education). The third was to make phone contacts with leaders in the field of developmental education asking for advice and assistance, and the fourth was to gather all available data on the population of opportunity student enrolled at FSU 1982 through 1984. The time allowed for their investigation was approximately 12 months. The committee met initially in the Fall of 1983 and issued a preliminary report in April of 1984 and made final recommendations in September of 1984.

Committee Recommendations

The committee recommended that a pilot program be initiated beginning Fall of 1985. The recommendation was as follows: In order to address effectively the needs of our underprepared student population and thereby increase their retention, we propose that a developmental basic skills program - a Collegiate Skills Program, be put into operation at Ferris State University.

Specific Program Component Recommendations

What follows is a summary of what the committee envisioned as the main components of the Collegiate Skills Program. Some elements of certain components of the Collegiate Skills Program already existed at Ferris. For example, certain qualified faculty members, who could be instrumental in the creation and operation of the Collegiate Skills Program were already at the university.

It is also important to note that the basic plan recommended hinged on the Collegiate Skills Program being given the necessary resources for it to have a genuine opportunity to succeed. The committee urged that the Collegiate Skills Program must not be another "in addition to" type assignment for existing faculty and staff if any measureable success was to be expected.

1. Program Design

The core academic elements of the Collegiate Skills Program would be founded in the four primary skill areas of (1) communication skills (reading, writing, speaking, and listening), (2) computation skills, (3) problem solving skills, and (4) interpersonal relationship skills.

These four areas would be addressed by a core of course offerings in the areas of reading, study skills, academic orientation, English, career education, mathematics, and various content courses. Many of these course areas would be competency based, and all students would need to reach exit competencies. Collegiate Skills students would follow the same academic calendar as other students in terms of time. The course offerings would be developmental in design, but flexible enough to offer hope to even the most underprepared student.

2. Population Description

Students applying to Ferris State University with less than a 2.00 (C) high school grade point average would be placed into the Collegiate Skills Program. The first year of this program would be a pilot project and would involve approximately 200 students.

3. Entry Interview

Each student placed into the Collegiate Skills Program should receive a special orientation date at which time the student and the intake interview counselor will review his high school records, including days absent, and ACT scores. Also an interest inventory would be given and discussed. It is important from the outset that each student understands the purpose for being placed in the Collegiate Skills Program.

The student's parents will be encouraged to attend this interview so they also will understand the reasons why their son/daughter is being placed in the Collegiate Skills Program. It is expected the parents will become committed to the program and lend maximum encouragement and support to their son/daughter.

4. Assessment

The literature review clearly showed a need for basic skills achievement level assessment as an important element in any developmental skills program. The assessment process of the college Collegiate Skills Program should have four steps.

A. A pre-enrollment counseling session designed to clarify for the student the program expectations, set the groundwork for communication, and assess the attitude of the student toward the program and college life in general.

B. A thorough review of ACT test scores and high school grades and courses taken. This will aid in proper course placement.

C. An assessment of the student's basic skills in reading, writing, and mathematics. This will provide the instructor with diagnostic information needed for prescriptive instruction as well as aiding accurate course placement. This approach should insure program participants an opportunity for success and give program faculty a better opportunity to facilitate that success.

D. An exit counseling session will take place to assess the reasons why the student would be leaving the program.

These four elements should provide a thorough and accurate assessment of program participants.

5. Staffing

Three staff roles in combination appear to serve underachievers most effectively: instructional faculty, counselors, and peer tutors. The CSP should try to capitalize on the skills of all three groups.

A. Instructional faculty in developmental programs need to have a sincere interest in working with students that have special learning needs or are academically high risk students. They need to be in basic philosophical agreement concerning the purpose and intent of a Collegiate Skills Program. They must be able to listen, be clear in expectations, be committed to the program, yet unafraid to depart from traditional teaching methods. They need to be accessible, visible, and available to students - supportive and challenging. These instructors need to remain open to on-going training and/or conferences that stress dealing with the underachiever. Overall competence and genuine caring are the key qualities needed at each staffing level.

B. Counselors are necessary to coordinate the affective goals of the curriculum and help the reinforcement of progress, through intrusive monitoring of student behavior. Counselors also serve in the areas of skill assessment, academic advising, and career awareness. Counselors in a developmental program also should provide crucial support in the areas of social and emotional development.

C. Support staff would consist of peer tutors, peer advisors, supplemental instructors, and laboratory staff.

1. Peer tutors could be Ferris students who have received an "A" or "B" grade in the content course for which they

tutor. These students will work one on one or in small groups with Collegiate Skills' students who seek tutoring assistance.

2. Peer advisors, Ferris students working under the direction of the counselors, can assist Collegiate Skills' students in dealing with the day-to-day concerns of being a college student.

3. Supplemental instructors would be upper division Ferris students with high HPA's who receive special training that allows them to work with the instructors of content courses in which Collegiate Skills' students may enroll. These supplemental instructors would serve as facilitators of content learning. This role would include attending the course along with the students as well as conducting study sessions for students outside of class.

4. Lab staff are personnel hired to assist in the day-to-day running of the learning laboratory.

6. Systematic Instruction

The goal of the Collegiate Skills Program must be to have a positive impact on students and to encourage their continued enrollment. To obtain this goal it is important to provide a systematic approach to instruction. The aim should be to provide instruction that is consistently monitored, demonstrates an awareness of individual needs, and is oriented to results. The curricula content should be relevant to students' needs and related to their employment goals.

7. Credit

The remedial and developmental courses offered in the Collegiate Skills Program should bear institutional credit. (Institutional credit does figure into a student's overall HPA, athletic eligibility and financial aid requirement, but does not fulfill academic graduation requirements.)

8. Flexible Completion Strategies

The Collegiate Skills Program should offer students variable time frames for course completion with predetermined reasonable time limits beyond which students will be counseled as to other alternatives available to them, including leaving the institution. The learning laboratory can be developed to handle the various arrangements needed to monitor flexible completion strategies as part of Collegiate Skills' instructional design.

9. Curriculum

The proposed curriculum will feature three terms of developmental courses, including math, reading, English, and study skills. The objectives, as well as course content, have

not been determined at this time.

Based on preliminary test data, students would be placed in appropriate academic courses. By winter quarter, some students would be allowed to experiment with regular course scheduling, and some students may be allowed to transfer to other curricula.

It should also be made clear that student progress is not automatic; it is expected that some students will take additional time to finish individual course requirements.

10. Learning Laboratory

A laboratory component is an integral part of the overall program. It would allow for a variety of instructional modes. Further, it would provide for additional instructional opportunities for content classes as well a providing an effective structure for dealing with individual student deficiencies. The laboratory would provide a setting for independent learning for students who find it difficult to learn in groups. The laboratory would also provide flexibility in dealing with students whose absenteeism or illness prevent them from following the normal progression of classes.

Even though the current proposal focuses upon a pilot program only, the lab component is of such importance to overall developmental needs that it must be in place to adequately test the Collegiate Skills Program. In other words, inherent to the proposal is the belief that a learning laboratory is necessary to run an effective developmental program. Furthermore, we believe the learning laboratory is intrinsically valuable and will serve overall developmental efforts campus wide.

11. Evaluation

a. Exit Interview

All students leaving the Collegiate Skills Program should receive an exit interview with their counselor. The interview should occur at the time the student requests a change of curriculum, processes a withdrawal clearance form, or is denied further enrollment for academic, social, financial, or health reasons. If the student leaves Ferris State University without withdrawing, due to acute health problems, the exit interview could be conducted by phone.

b. Program Evaluation

In John Roueche's A New Look At Successful Programs 1983, he cited failure to gather adequate information for the purpose of program evaluation as the most common similarity of developmental programs. He went on to say that those schools that reported gathering evaluation data limited the data to successes or failures in the developmental programs rather

than success in subsequent academic work. The Collegiate Skills Program at Ferris State University would evaluate, on an ongoing basis, program and institutional student attrition and retention, student HPA, credits passed, number of "F" or "D" grades, number of incompletes, number of course withdrawals, program cost per student, savings in dollars to the university brought about through persistence as compared to pre-program attrition data, as well as individual progress using pre-post test measures.

12. Budget

Since the CSP will be a pilot program, the costs of many of the positions will be that of part-time and temporary persons to release full-time employees for participation in this program. Three new positions, however, would be needed: a management trainee, a teacher/counselor, and a clerk-typist. Also included as a part of the budget should be tutorial funds, learning skills laboratory start up dollars and a funding for the set up of computerized student monitoring system.

Proposed Budget Recommendations

The committee working with the Dean of the School of Arts and Sciences prepared the following budget for the pilot Collegiate Skills Program:

Freshman Seminar Instruction	1 - temporary 9mo. G-E Instructor 16,500 + benefits
Reading Instruction	1 - Part-Time Reading Instructor (Two Term), 11,000 + benefits 1 - Part-Time Reading Instructor (Two Term), 11,000 + benefits 1 - Part-Time Reading Instructor (Two Term), 11,000 + benefits
Learning Center Staff	Half-time coordinator 11,000 + benefits
Learning Center Materials	7,000
Counseling	1 - 12 mo. Counseling Position 23,000 + benefits
English	1 - Part-Time English Instructor (Two Term), 11,000 + benefits 1 - Part-Time English Instructor (Two Term), 11,000 + benefits

Mathematics	Part-Time and Extra-Class Load
	16,500
Management Trainee	1 - 12 mo. Management Trainee 15,000 + benefits
Program Coordinator	1 - 12 mo. Coordinator 30,032 + benefits
Clerk Typist	1 - 12 mo. Clerk Typist 12,397
Supplies and Expenses	7,000
Total	186,929 + benefits

13. Anticipated Outcomes for the Pilot Program

1. Increase in student retention rates.
2. General Studies students will be adequately prepared to meet minimum collegiate entry level competencies.

Pilot Program Development

I. Committees

The recommendations for a pilot program and the budget were given administrative approval in November of 1984. A program coordinator was appointed in December of 1984 and charged with the planning and developing of the program components.

The initial step in planning included forming committees of volunteer faculty and administrators to develop the various component parts of the pilot program using the recommendations made by the original planning committee. The following committees were formed:

A. English course development committee. It included three members of the Language and Literature Department faculty and the Director of Reading from Student Development Services who served as chairman.

B. Reading course development committee. It included two temporary full-time reading faculty and two members of Student Development Services with the Director of Reading chairing the committee.

C. Freshman Orientation courses development committee. It included one faculty member from the area of Psychology, one from Social Services, and one from Sociology. The committee also had a counselor from the dean's office in the School of Arts and Sciences, the associate dean of the School of Arts and Sciences, the coordinator of the Collegiate Skills Program, and the director of Student Development Services, who served as chariman.

D. Math course development committee. It included four members of the math faculty (one who served as chairman), the department head of Math, and the coordinator of the Collegiate Skills Program.

Additionally, a steering committee was formed of key people in the School of Arts and Sciences and from the university at large, with the purpose of facilitating the pilot program's development at the university. This committee included:

1. Associate Dean of the School of Arts & Sciences
   Chairman
2. Director of Student Development Services
3. Coordinator of Collegiate Skills Program
4. Director of Reading - SDS
5. Department Head, Languages & Literature
6. Department Head, Math
7. Registrar
8. Director of Testing
9. Counselor from the School of Arts & Sciences
10. Associate Dean of Admissions

II. Staff Planning

A. FACULTY The majority of the staffing for the pilot program came from tenure track faculty who volunteered their participation and were either given release time by their department or were paid for an overload course. In addition, select faculty from the pool of part-time faculty were hired for the pilot year.

B. COUNSELOR The one tenure track full-time appointment received as part of the pilot program was for an academic counselor. A search committee was formed in March of 1985 and a selection was made in early June of 1985.

C. CLERK TYPIST The program budget did allow for a full-time clerical position and a secretary/clerk-typist was hired and began work July 1, 1985.

Pilot Course Components

The committees formed to develop the CSP courses issued recommendations in May of 1985. During the several months that the committees were meeting, the reading and writing committees began meeting together with the goal of developing an integrated reading and writing component. Their recommendations follow:

The Reading Component

1. The purpose of integrating the reading and writing courses was to more efficiently raise the basic competency level of CSP students. Reading competency was established as 68 units on the Degrees of Reading Power Test, a standardized test of reading ability.

2. Reading description: RED 063 - 064 - 065

The reading courses will be "whole-language" based developmental courses designed to improve the overall reading competency of academically underprepared college students. Their central focus will be that reading is a process of making sense of text.

The reading courses will be comprehension centered. They will deal with the process of understanding text rather than the teaching of a series of isolated reading sub-skills.

Suggested Materials:
textbook
20 - 25 articles
4 novels
journal exercises
Major topics:
- principles of reading efficiency and flexibility
- reading with a purpose
- pre-reading
- techniques for remembering what you read
- the importance of review
- basic vocabulary development
- skimming/scanning
- learning what not to read

The Writing Component - ENG 074 - 075 - 076

The writing competency will be readiness for ENG 111, the first freshman college composition course. The writing courses components will be as follows:

1. Focus on Process: Students' work will become the text for the class. Class time would be spent on pre-writing, writing, peer evaluation, group revision, collaborative writing.

2. Primary Concern is Audience and Purpose: Focus on content/message prior to grammar and mechanics. In reading class students learn to read with a purpose; in writing class they learn to write with a purpose.

3. Four Narrative Essays

4. Journal

5. Special Links To Reading Courses:

A. Writing to be read (focus on a writer writing for readers)

B. Cloze procedure

C. Reconstructing texts exercise

D. Punctuating for a reader

Method of Integrating Reading and Writing

Reading sections will be paired with writing sections and the two instructors will cooperate as much as possible in the planning and teaching of the courses. Additionally, there are four points of reference which will serve as links in common between the courses:

1) Focus on Process
2) Focus on Audience and Purpose
3) Novels
4) Journal

The first two links, Focus on Process and Focus on Audience and Purpose, will be philosophical links, pedagogical principles which the instructors will hold in common. Where possible, reading teachers and writing instructors will try to use the same terminology and to reinforce what each other is doing. For example, if the reading instructor teammate is discussing purpose and discovering a writer's purpose in the reading material then the writing instructor tries to reinforce that in the writing class by asking the students to discover the purpose in their own drafts or the draft of a peer, using the same technique used in the reading class. Obviously, such coordination will not always be possible, but instructors should strive to integrate and reinforce each other's work as much as possible.

The third link between the courses will be the use of common reading materials, in this case, four novels. The novels will be read and discussed in the reading course. They also will be used as stimuli for writing in the writing course. Prior to teaching their respective course, the reading and writing team instructors will select four novels they wish to use during the term.

The fourth common link will be the journal. The journal will be required in both courses. The journal will provide an opportunity for additional writing in the reading courses as well as ungraded/uncritiqued writing in English courses.

Freshman Orientation Component

The Freshman Orientation committee determined that two courses, one fall term and one winter term, were needed to assist students in their transition to college. A summary of their recommendations follows:

G-E 103 Freshman Seminar

Freshman Seminar will be a "transition to college" course designed to help students develop:

1. A better understanding of the academic, social and personal demands of college.

2. More positive attitudes toward studying, self-discipline, goal setting and goal-directed behavior, interpersonal communication, healthy and productive lifestyles, Ferris State University, and themselves.

3. Better abilities and strategies for studying, solving problems, and making decisions.

The course will focus on self-assessment and monitoring, time management and goal setting. Students will be encouraged and shown ways to become actively involved in college life, both academically and socially. The course will also serve as the main mechanism for student advising, with a portion of the course set aside for one-to-one conferencing and small group advising. Registration for winter term classes will be done as part of the G-E 103 course.

G-E 104 Freshman Seminar II

This course will be a continuation of G-E 103. It will maintain the focus of self-monitoring and self-assessment, but will focus more on problem-solving skills, study skills, career exploration, and stress management. The course will continue to be the vehicle for advising students and will include assisting students with financial aid applications and registration for Spring Term courses. A greater amount of course time will be spent in one-to-one conferences and small group advising.

Math Component

The math committee recommended that an expanded version of the current Ferris MTH 090 course be used. A summary of the recommendations follows:

Math 080 - 081 - 082

The MTH 080 - 081 - 082 courses will use the framework of the current Ferris course MTH 090, but will meet four days per week instead of the current three days for MTH 090. The course will be competency based with students needing to be proficient in the following areas:

1. Whole numbers
2. Decimals
3. Fractions
4. Elementary algebraics operations

A competency math test will be developed by the math department for use in the CSP.

Student Advising Component

The advising component recommended for the pilot program of Collegiate Skills was developed by the Colleciate Skills Program counselor, Collegiate Skills Program coordinator and members of the Student Development Services staff.

An overview of the advising component follows:

Student Advising

Each GE 103-104 instructor will serve as a student advisor. Advising will be done primarily through the Freshman Seminar classes taught fall and winter terms. Using the seminar class should make contacting and interacting with students an easy and time efficient process.

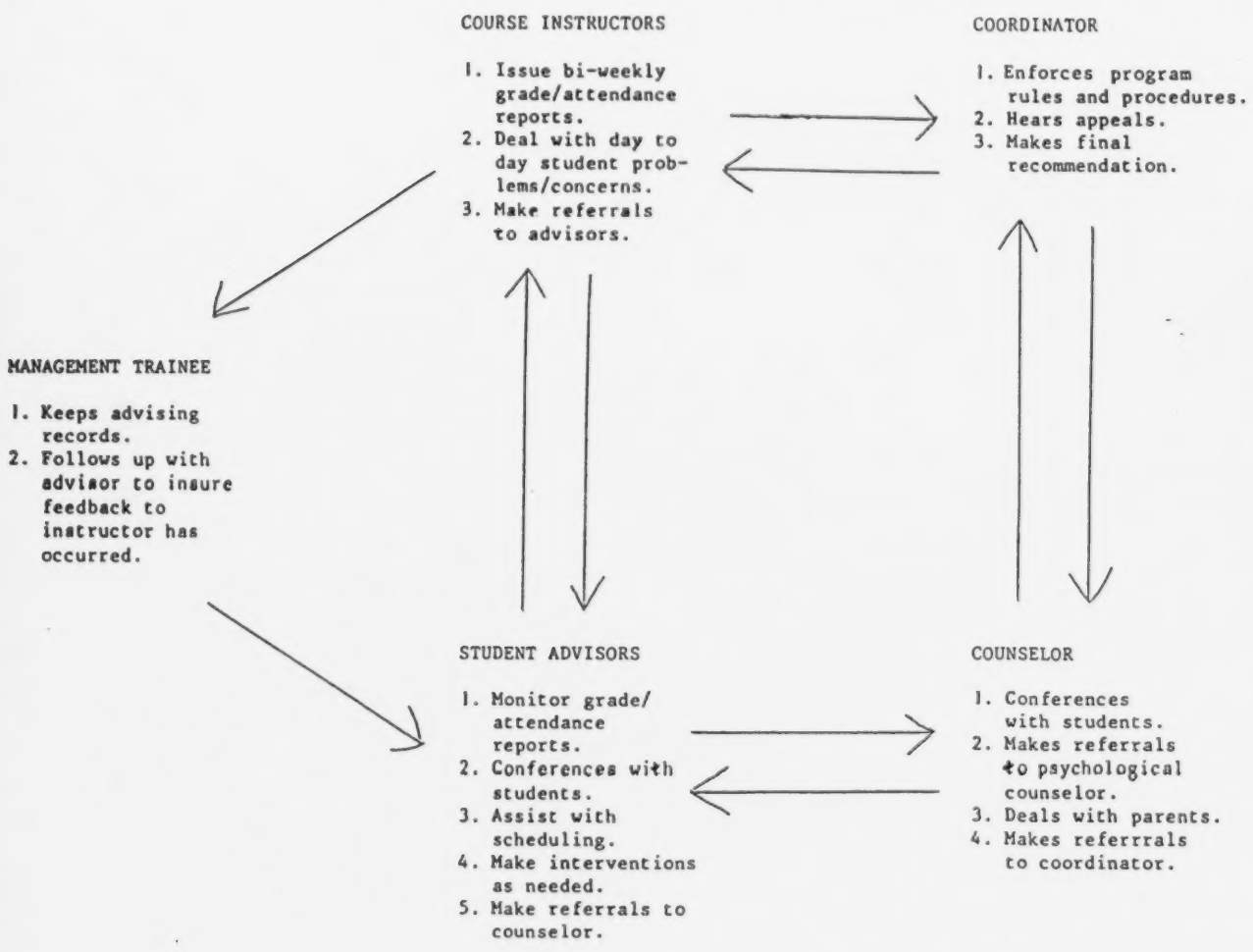
The advising process will take two forms, proactive or preventative measures and intrusive or interventive means. The proactive measures will include mandatory student/advisor conferences twice a term, biweekly grade reports, Freshman Seminar courses that deal with orientation and transition to college, a summer orientation program, and contracts that students sign acknowledging their understanding of the requirements of the program and waving their protection under the rights and privacy act. The latter is done not so much to be able to contact parents, but rather to be able to respond to parent inquiries.

The intrusive measures will include an attendance policy and a network of referrals for academic and personal reasons. Faculty advisors will be expected to intervene at the first sign of academic difficulty.

Student Advising and Monitoring System flow chart:

The following flow chart will show the intrusive monitoring systems that will be used in the pilot CSP.

STUDENT ADVISING FLOW CHART


COURSE INSTRUCTORS
1. Issue bi-weekly grade/attendance reports.
2. Deal with day to day student problems/concerns.
3. Make referrals to advisors.
COORDINATOR
1. Enforces program rules and procedures.
2. Hears appeals.
3. Makes final recommendation.
MANAGEMENT TRAINEE
1. Keeps advising records.
2. Follows up with advisor to insure feedback to instructor has occurred.
STUDENT ADVISORS
1. Monitor grade/ attendance reports.
2. Conferences with students.
3. Assist with scheduling.
4. Make interventions as needed.
5. Make referrals to counselor.
COUNSELOR
1. Conferences with students.
2. Makes referrals to psychological counselor.
3. Deals with parents.
4. Makes referrrals to coordinator.

Pilot Program - Additional Components

To complete the pilot planning, a variety of additional components, including an evaluation component needed to be put in place. These parts of the pilot program are described below:

Competency Based Instruction

The CSP courses will be competency-based. Students must reach college readiness skill levels in reading, math, and English in order to exit the program. The competency levels and measures were established by the committees that developed the course components. In the area of reading, the Degrees of Reading Power test will be used with a score of 68 DRP units at the independent level needed for passing. (This represents spring of 12th grade reading level). In English, a narrative written in fifty minutes on an assigned open-ended topic will be used. The paper will be judged by a group of four trained raters with half of the raters using an analytic approach and half using a wholistic approach. Competency is reached when a majority of the raters concur that the paper represents a readiness for the first level of college composition, ENG 111. A tie is arbitrated by the CSP coordinator based on the portfolio of the student's writing and input from the student's writing instructor. In math, the competency was determined by a departmental test designed by a member of the math faculty. A score of 70% was required for passing.

Flexible Completion Strategies

Students not reaching competency during a given term will be required to continue the following term, picking up where they left off. Students will be given opportunities to test-out early during each term, with the first opportunity usually given in the seventh week of the ten week term. Students who are unable to reach competency at the end of one academic year will have their individual case reviewed by the counselor and program coordinator at which point a decision to either deny them readmission or allow probationary readmission will be made.

Student Monitoring

All program students will be evaluated on an ongoing basis. Student grades and attendance are computed and distributed to them, their advisor, the counselor, and coordinator on a bi-weekly basis.

Program Evaluation

The program will keep records on student attendance, attrition and retention, grade point average (gpa), credits taken and passed, and competency test scores for each group of students that pass through the program. Retention data, GPA, and credit hour production information will also be kept on each group through to graduation (five years).

Credit Hour Production

Institutional credit will be given for all reading, math, and English courses. These credits will count for financial aid and athletic eligibility, but do not apply toward graduation.

Freshman Seminar courses GE103 - 104 credits will apply to graduation and are accepted as general electives for most Ferris degree programs.

Summer and Fall Orientation

All students will be required to attend a short orientation session explaining the CSP as part of their regular orientation program. The session is designed to clarify all requirements of the program and to answer all questions about why the student must enroll in CSP. As part of the day and a half regular student orientation program, a question and answer session with a student orientation leader trained by the CSP staff will be held. This session will, hopefully, help to reduce student anxiety and hostility about having to be in the program.

The orientation session will also include placement testing in reading using the Degrees of Reading Power test and also registration for courses. Course placement is based on DRP results and ACT levels.

Course Placement Guidelines

DRP 67 or below	RED 063 (Institutional Credit)
DRP 68 or above	RED 101 (Graduation Credit)
ACT 12 ENG or below	ENG 074 (Institutional Credit)
ACT 12-19 ENG and DRP 67 or below	ENG 074 (Institutional Credit)
ACT 12-19 ENG and DRP 68 or above	ENG 111 (Graduation Credit)
ACT 19 ENG or above	ENG 111 (Graduation Credit)
All students take	G-E 103 Freshman Seminar
All students take	G-E 101 Study Skills
ACT 12 MTH or below	MTH 080 (Institutional Credit)
ACT 13 MTH or above	MTH 111 (Graduation Credit)

Course Grading

Courses taught in reading, math, and English in the CSP are for institutional credit only and will be graded credit or no-credit. A student can receive credit if he/she has made progress even if the progress falls short of reaching competency. It is also possible for a student to reach the required competency level while receiving a no-credit based on poor classroom performance or poor attendance. Freshman Seminar courses are for graduation credit and will be graded on the regular college grading scale of A-F.

Other Activities Suggested to Enhance the Development of the CSP:

Faculty In-service

Each fall for two (2) days there will be a faculty in-service to orient new faculty to the program and to set a tone and direction for the coming year.

Retreat Days

One day each term will be set aside for all Collegiate Skills Program faculty and staff to leave campus and spend a day reviewing how things are going in the program and discussing possible new directions for the program.

Advising Handbook

Each advisor will be given a Collegiate Skills Program advisor's handbook that outlines all of the rules, regulations, and policies of the program. The handbook includes a calendar of important advising dates and information on registration and financial aid.

Honor Reception

At the end of each year students who have demonstrated academic success will be honored at a reception given by the Collegiate Skills Program faculty and staff.

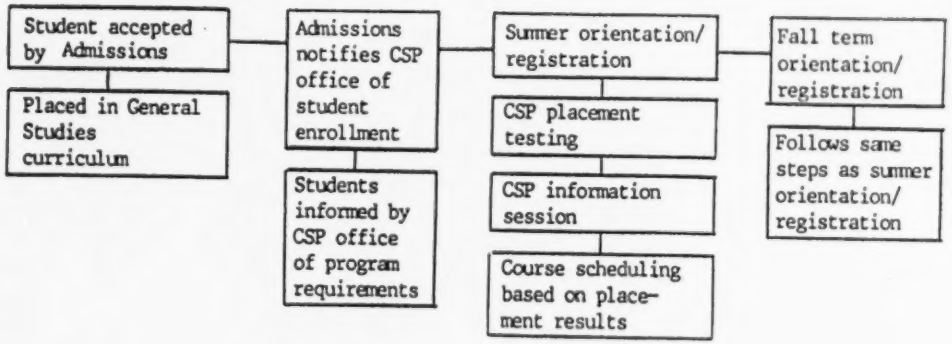
Honor Roll

Each term, students who achieve high academic success will be acknowledged by the program coordinator and receive an honor roll certificate.

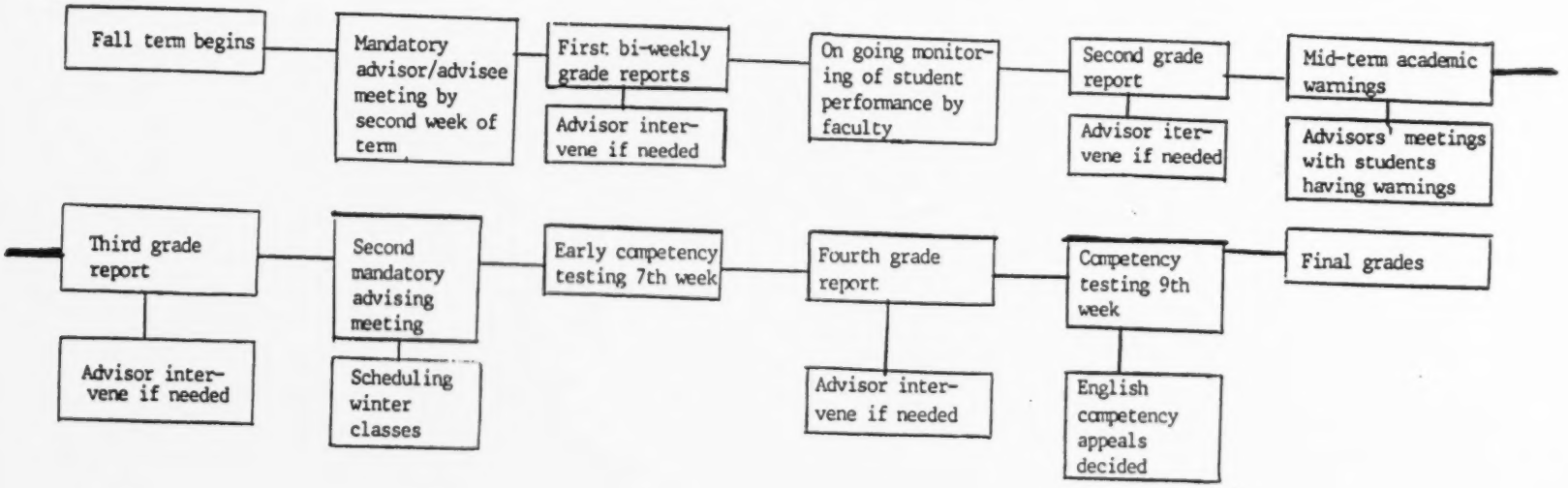
Flow Chart

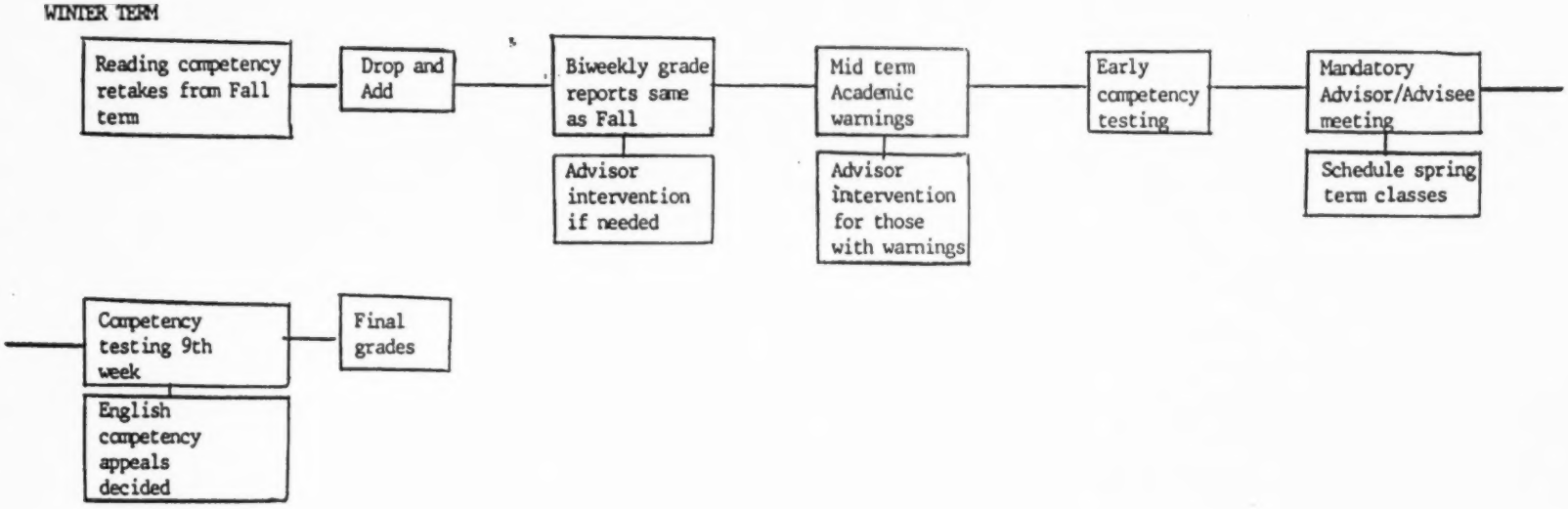
To help clarify the operating procedures of the pilot program, a flow chart detailing a student's movement from admission to completion of the program was developed. A copy of the chart follows.

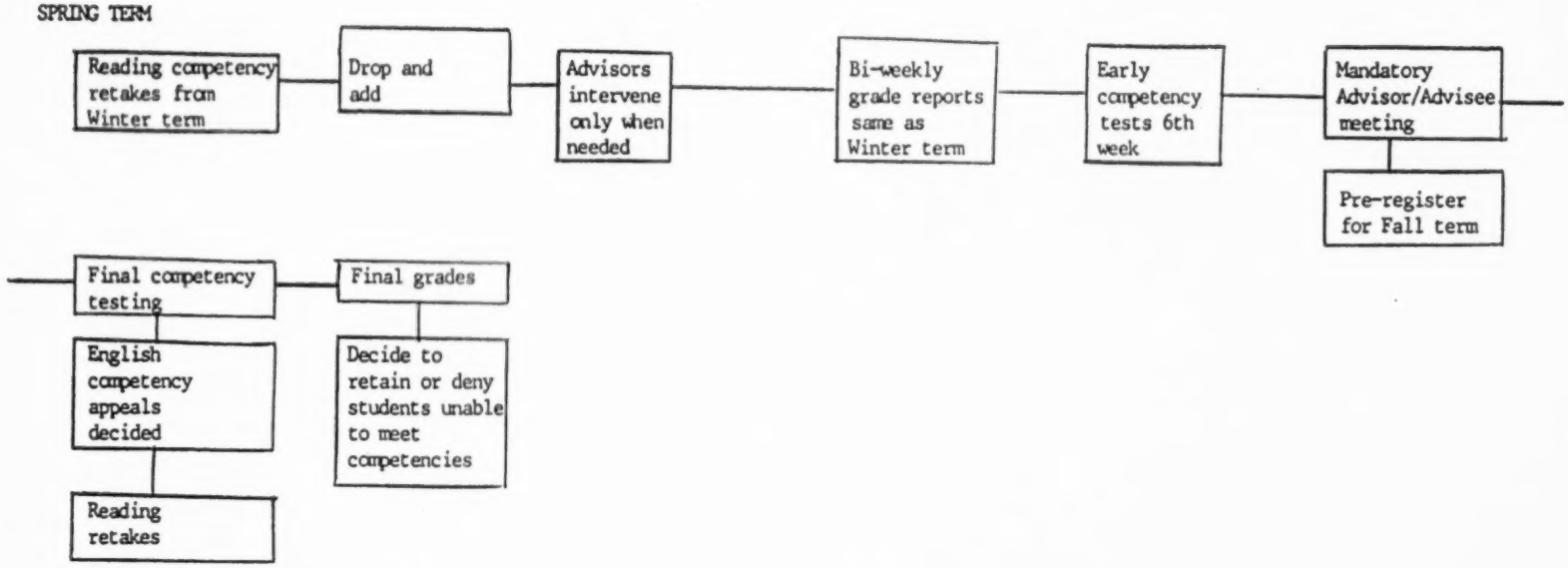
PRE-FALL TERM ACTIVITIES


Student accepted by Admissions
Placed in General Studies curriculum
Admissions notifies CSP office of student enrollment
Students informed by CSP office of program requirements
Summer orientation/ registration
CSP placement testing
CSP information session
Course scheduling based on placement results
Fall term orientation/ registration
Follows same steps as summer orientation/ registration

FALL TERM


Fall term begins
Mandatory advisor/advisee meeting by second week of term
First bi-weekly grade reports
Advisor intervene if needed
On going monitoring of student performance by faculty
Second grade report
Advisor itervene if needed
Mid-term academic warnings
Advisors' meetings with students having warnings
Third grade report
Advisor intervene if needed
Second mandatory advising meeting
Scheduling winter classes
Early competency testing 7th week
Fourth grade report
Advisor intervene if needed
Competency testing 9th week
English competency appeals decided
Final grades


WINTER TERM
Reading competency retakes from Fall term
Drop and Add
Biweekly grade reports same as Fall
Advisor intervention if needed
Mid term Academic warnings
Advisor intervention for those with warnings
Early competency testing
Mandatory Advisor/Advisee meeting
Schedule spring term classes
Competency testing 9th week
Final grades
English competency appeals decided


SPRING TERM
Reading competency retakes from Winter term
Drop and add
Advisors intervene only when needed
Bi-weekly grade reports same as Winter term
Early competency tests 6th week
Mandatory Advisor/Advisee meeting
Pre-register for Fall term
Final competency testing
Final grades
English competency appeals decided
Decide to retain or deny students unable to meet competencies
Reading retakes

CSP PILOT PROGRAM REPORT

Pilot Program Orientation/Registration Process

Summer Orientation/Registration

Step 1: The orientation program for CSP students began with letters and program information being sent to students in March and April of 1985 informing them of their required enrollment in the Collegiate Skills Program. Parents and guardians were also sent letters explaining the CSP (see appendix for letters). The material explained the program, how it operated and how it would impact the student's freshman year in college.

Step 2: The second step occurred when students arrived on campus for summer orientation. Students participated in a regular orientation program with the exception of a one hour orientation meeting with CSP staff and the reading placement testing. The one hour orientation meeting served to answer questions and assure students of the value of the program.

Step 3: The third step included a one hour parent orientation session for those parents who chose to attend orientation. (Parent participation in orientation sessions is encouraged by the Ferris Orientation Office.)

This session helped to clarify again the program's intent and answer questions about the impact the program would have on a student's freshman year of college.

Step 4: Step four was course registration. CSP staff advisors worked one-on-one with students to develop schedules. Students were scheduled in accordance with the placement guidelines set forth in the pilot planning document.

Step 5: Following schedule completion, the contract developed in the pilot planning document was explained and students were asked to sign the agreement.

Fall Orientation/Registration

A fall registration/orientation session was held for those program students that were unable to attend summer registration. It followed the same pattern of the summer orientation/registration program.

Pilot Program Implementation Fall 1985

Pilot Population

243 students enrolled for Fall Term 1985

170 males - 70% 73 Females - 30%

56 Minority students - 23% 187 Majority students - 77%

ACT Composite Breakdown of Pilot Population

Mean 12.7 Median 13.0

ACT COMP	N	%
01-10	78	32.3
11-14	73	30.0
15-20	76	31.1
21-35	16	6.4

Geographical location

4.1% Local Students
1.6% Non-Michigan Resident
45.6% Detroit and Suburbs
48.7% Outstate Michigan

Choice of College

28% 1st choice Ferris State
53% 2nd choice Ferris State
19% other

The majority of CSP students were first generation college students.

Pilot Program Results Fall Term 1985-86

Student Retention - 219 of 243 or 90% returned for Winter Term

Competency Pass Rates

Reading 123 of 146 or 84% reached competency

Math 72 of 121 or 60% reached competency

English 102 of 182 or 57% reached competency

Honor Point Averages

Mean 2.20 Median 2.30

2.0 HPA or above	60%	146/243
2.5 HPA or above	36.6%	89/243
3.0 HPA or above	19.7%	48/243

Credit Hour Production

Credits Taken*	Mean 7.7	Median 8
Credits Passed	Mean 11.77	Median 12

*Courses taken for institutional credit that are graded on a credit-no credit basis are not computed in determining HPA and therefore do not show up as credits taken; however, they do count as credits passed.

Course Performance

	University Pass Rate %	CSP Freshman Pass Rate %
ENG 111	95.2	NA*
RED 101	91.9	91.3
MTH 111	88.4	NA
G-E 103	NA	88.2

*NA means not applicable

Pilot Program Results Winter 1985-86

Retention - 194 of 243 or 80% returned for Spring Term.

Competency Pass Rates

Reading	10 of 22 or 45%
Math	25 of 63 or 39.6%
English	22 of 57 or 38.5%

Honor Point Averages

Mean 2.02 Median 2.12

2.0 HPA or above	57%	125/219
2,5 HPA or above	37%	81/219
3.0 HPA or above	19%	42/219

Credit Hour Production

Credits Taken	Mean 10.1	Median 11
Credits Passed	Mean 12.2	Median 13

Course Performance

	University Pass Rate %	CSP Freshman Pass Rate %
ENG 111	88.3	82.7
ENG 112	96.0	84.2
RED 101	87.5	86.3
G-E 104	NA	83.8
MTH 111	85.5	67.6
SPC 105	96.1	72.7
HUM 100	92.9	78.5
SPC 121	97.5	100.

Pilot Program Results Spring Term 1985-86

Retention - 184 of 243 or 76% completed Spring Term

Competency Pass Rates

Reading	5 of 6 or 83%
Math	5 of 16 or 31%
English	17 of 28 or 61%

Honor Point Averages

Mean 1.68 Median 1.83

2.0 HPA and above	42.2%	78/184
2.5 HPA and above	21.7%	40/184
3.0 HPA and above	6.2%	11/184

Credit Hour Production

Credits Taken	Mean 12.8	Median 13
Credits Passed	Mean 11.33	Median 10

Course Performance

	University Pass Rate %	CSP Freshman Pass Rate %
ENG 111	85	62
ENG 112	93	97
RED 101	92	89
G-E 104	NA	85
MTH 111	84	79
SPC 105	97	84
HUM 100	89	81
SPC 121	97	100

Pilot Year Cumulative Results

Retention 118 of 243 or 49% enrolled Fall Term 1986 at Ferris State University.

28 of 243 or 11% requested transcripts and self reported transfer to State of Michigan colleges, universities, or community colleges.

Minority Retention 30 of 54 or 54% enrolled Fall Term 1986 at FSU.

Competency Pass Rates

Reading	137 of 146 or 93.8%
Math	107 of 169 or 63.2%
English	141 of 182 or 77%

Honor Point Averages*

Cumulative Mean	1.96	Cumulative Median 2.00
2.0 HPA and above	51%	94/184
2.5 HPA and above	25.4%	47/184
3.0 HPA and above	7.4%	14/184

*Based only on those who completed three terms

Credit Hour Production

Mean Credits Taken	28.45
Mean Credits Passed	35.31
Median Credits Taken	30
Median Credits Passed	36

Course Performance NA

Pilot Year Analysis

I. Program/Administrative Concerns

There were a variety of administrative problems or concerns that became clear during the pilot year of operation. The following questions reflect the most important concerns that developed:

A. What was the overall cost (new dollar) for the pilot program?

It became clear that the pilot program's failure to establish an agreed upon base cost of educating the target population of 243 prior to beginning the CSP made it difficult to present a budget that showed real new dollar cost. As a result, the figures used to show the cost of the pilot program appeared quite high and therefore made continuation of the CSP more difficult to sell. An agreed upon base must be set so program cost can be shown as separate.

B. Did we choose the correct target population?

The committee's recommendations to focus on the curriculum which had the highest attrition in the college had some drawbacks. All students in this curriculum had less than a 2.00 HPA in high school; many had low ACT scores; most did not list Ferris as a first choice to attend. Was this a logical target group? It depends. If you look strictly at cost effectiveness and if that is measured solely in retention, then perhaps given the academic needs of many other Ferris freshmen, a different population may have shown better results. If, however, you look at serving the student in greatest need and those whom you could show the most "dramatic" improvement than the original population was a good one.

C. How did program components fit into overall campus reporting and operations?

The pilot program needed to do a better job of carefully condisering how the program components fit into overall campus reporting and operations. Any perceived difficulties seemed to remain with the program. One of the outcomes of the pilot year was that natural operational problems were sometimes linked to program concept and not seen as the natural "glitches" of a fledgling program. A realization of the potential for such problems would have changed our planning process. Frankly, we would have made more components "campus compatible."

D. Who will staff your other program offerings if your present staff is heavily involved in the pilot program?

We found a major effort like CSP tends to diminish overall department and institutional efforts. If you use present staff to run the pilot program, will they be replaced? If not immediately, ever? What about current offerings? Will they suffer if you take experienced teachers/administrators off line? Will offerings to "regular" student population suffer in terms of student credit hour production. These questions posed great concerns to SDS. There were no immediate answers available.

Pilot Program Conclusions

1. It is possible,in a period as short as 30 weeks, to increase significantly reading, math, and English proficiencies in students who enter college academically under-prepared.

2. It is possible to improve significantly student retention in academically high risk students even at the lowest ACT composite levels.

3. It is possible to establish academic standards and still increase student retention.

4. It is possible to deal effectively with the academically under-prepared students. Given the current enrollment patterns at Ferris State University (over 850 freshman entering FSU in 1985 were in the bottom 25 percent of the nation on the ACT test), the need to continue such a program appears clear.

Program Effects

1. The Collegiate Skills Program helps to narrow the wide ability range found in some freshman courses by delaying student entrance until college readiness competency is reached. This is particularly true in English courses.

2. Students completing the Collegiate Skills Program have

increased chances of being successful in regular college courses. The pilot study showed that Collegiate Skills Program students had positive success, and in some cases, did better than the general freshman population in basic freshman-level courses.

3. The Collegiate Skills Program helps to fulfill the role and mission statement of the university.

Collegiate Skills Program Year Two - 1986-87

INTRODUCTION

The success of the pilot program and the continued increase in the number of opportunity students enrolling at Ferris contributed to the decision to not only fund CSP again, but to begin plans to make it a permanent part of the School of Arts and Sciences. Evaluation of the pilot year outcomes resulted in a few important changes in the CSP for year two. The most significant one was the dropping of the math component from the program. The rational for this was the decision to focus the attention of the program on language development. Math was an area in which most students had anxiety and in addition, math could be delayed until the latter part of the freshman year or even the sophomore year with little or no harm done to the students. Another change occurred in the Freshman Seminar classes which although effective, varied greatly in their make-up. The courses were overhauled to bring consistency. This overhaul would result in the writing and publishing of Focusing on College, a text book written for the G-E 103 Freshman Seminar class by CSP staff, and in a revamped G-E 104 course as well.

Year Two - Population

276 students enrolled for Fall term 1986

173 males - 63% 103 females - 37%

20% - 57 minority students 80% - 219 majority students

ACT Composite Breakdown

Mean 12.9 Median 13

ACT COMPOSITE	N	%
01-10	84	31
11-14	86	32
15-20	87	33
21-35	15	5

Geographical Location

7.6%	Local Students
1.4%	Non-Michigan Residents
40.5%	Detroit and Suburbs
50.5%	Outstate Michigan

Choice of College

36%	1st Choice Ferris State
50%	2nd Choice Ferris State
14%	Other

The majority of CSP students are first generation college students

Year II Fall Term Results

Retention- 248 of 276 or 89.7 returned for winter term

Competency Pass Rates

Reading - 86 of 114 or 75%

English - 110 of 148 or 74%

Honor Point Averages

Mean 2.15 Median 2.28

2.0 HPA or above	174/276	63%
2.5 HPA or above	118/276	40%
3.0 HPA or above	55/276	20%

Credit Hour Production

Credits Taken	Mean 9.96	Median 14
Credits Passed	Mean 12.42	Median 14

Course Performance

	University Pass Rate %	CSP Pass Rate %
ENG 111	94.5	84
ENG 112	N/A	N/A
RED 101	97	92
G-E 103	94	91
MTH 111	89	N/A
SPC 105	91	73
HUM 100	91	75
SPC 121	97	95

Year II Winter Term Results

Retention- 220 of 276 or 80% returned for Spring term

Competency Pass Rates

Reading	20 of 29 or 69%
English	21 of 36 or 58%

Honor Point Average

Mean 2.12	Median 1.98	
2.0 HPA or above	144/248	58%
2.5 HPA or above	71/248	29%
3.0 HPA or above	49/248	09%

Credit Hour Production

Credits Taken	Mean	11.73	Median 12.0
Credits Passed	Mean	11.14	Median 12.0

Course Performance

	University Pass Rate %	CSP Pass Rate %
ENG 111	92	93
ENG 112	93	85
RED 101	94	95
G-E 104	NA	92
Mth 111	86	78
SPC 105	94	89
HUM 100	86	69
SPC 121	96	71

Year II Spring Term Results

Retention- 215 of 276 or 78% completed Spring term

Competency Pass Rates

Reading	6 of 8 or 75%
English	7 of 9 or 78%

Honor Point Average

Mean 1.65		Median 2.02
2.0 HPA and above	84/220	38%
2.5 HPA and above	35/220	16%
3.0 HPA and above	13/220	06%

Credit Hour Production

Credits Taken	Mean 11.4	Median 12
Credits Passed	Mean 9.75	Median 12

Course Performance

	University Pass Rate %	CSP Pass Rate %
ENG 111	80	73
ENG 112	93	88
RED 101	87	75
G-E 104	NA	88
Mth 111	81	77
SPC 105	94	88
HUM 100	88	73
SPC 121	95	91

Year II Cumulative Results

Retention - 135 of 276 or 49% returned for their second year (Fall 1987)

Minority Retention - 23 of 57 or 40% returned for their second year (Fall 1987)

Competency Pass Rates

Reading 112 of 114 or 98% reached competency

English 138 of 148 or 93.2% reached competency

Honor Point Averages

Mean 2.13 Median 2.02

2.0 HPA and above	114/215	53%
2.5 HPA and above	47/215	22%
3.0 HPA and above	11/215	05%

Credit Hour Production

Credits Taken	Mean 33.4	Median 34
Credits Passed	Mean 32.3	Median 34

Year II Summary

The increases in competency pass rates in English and reading highlighted the accomplishments of the CSP in its second year of operation. The English competency pass rate increased from 77% in 1985 to 93.2% in 1986. This gain was reinforced by subsequent increases in the pass rates in ENG 111 and 112 courses by 1986 CSP students over the pass rates of pilot year students. The total pass rate for CSP students for the year in ENG 111 was 87.1% or 183/210 and in ENG 112 was 88% or 129 of 150 students.

Equally as positive, though less dramatic, was the increase in the reading competency pass rate. One hundred and twelve of the 114 students needing reading assistance or 98% reach

reading competency for the year. This is an incredible accomplishment given the pre-test DRP mean score was 58.5 units (68 units needed for passage). The decision to focus the cognitive portion of the CSP on language development clearly showed its benefits to the students.

A significant change occurred in February of year two when the program moved into new offices, including a conference room and 2500 square foot learning center area. This move helped to solidify CSP's place in the School of Arts and Sciences.

The program also gained in recognition by presentations made at The National Association of Developmental Education Conference, The National Freshman Year Experience Conference, and the State of Michigan Developmental Education Consoritium Conference. In addition, the program was recognized by the Michigan Association of Collegiate Registrars and Admissions Officers as one of only three programs in the state of Michigan to receive its leadership award for work with opportunity students.

Collegiate Skills Program Year III 1987-88

Introduction

The CSP began the third year of operation as a permanent part of the School of Arts and Sciences. The program received three tenure track positions. These instructors' assignments included teaching reading, freshman seminar and study skills courses. In addition, one of the three positions was designated as a half-time coordinator of the Academic Skills Center.

The publication of the textbook Focusing on College and its adoption as the textbook for the GE103 Freshman Seminar course enabled the program to clearly separate the affective skills that were intended to be taught in GE103 from the cognitive study skills that had been mixed into the GE103 in the past. The CSP also instituted a new requirement by making the GE101 Study Skills course mandatory for all CSP students. Previously, it had only been recommended.

Another change occurred in G-E 104 Freshmen Seminar II. This course was completely overhauled for the second year in a row to better serve as a mechanism to teach students the skills of adult independent learning, skills they must have to survive in a college environment.

Year III Fall Term

Population

178 students enrolled for Fall term 1987*

*This represented a decline of 100 students or 37% over the previous year's enrollment. This decline was due to sudden closing of Fall entry admissions to the university in March of 1987. This closing was prompted by a fear of student

overcrowding in the Fall, a fear that was quite genuine as Ferris hit an all time high in enrollment.

122 males - 69% 56 females - 31%

24 minority students - 14% 154 majority students - 86%

ACT PROFILE

Composite mean 13.09 Composite median 13

ACT COMPOSITE	N	%
01-10	55	32
11-14	51	30
15-20	53	31
21-35	11	6

Geographical location

2.8% local
.005% Non-Michigan residents
34.2% Detroit and Suburbs
62.9% Outstate Michigan

Choice of college

51.4% First choice Ferris
40.0% Second choice Ferris
8.6% Other

The majority of the CSP students are first generation college students.

Year III Fall Term Result

Retention 165 of 178 or 93% returned for Winter Term

Competency Pass Rates

Reading	82 of 95 or 86%
English	89 of 103 or 86%

Honor Point Average

Mean 2.51 Median 2.7

2.0 and above	139/178	78%
2.5 and above	103/178	58%
3.0 and above	61/178	34%

Credit Hour Production

Credits Taken mean 9.49 Median 8.0

Credits Passed mean 13.16 Median 14.0

Course Performance

	University Pass Rate %	CSP Pass Rate %
ENG 111	94	91
ENG 112	NA	NA
RED 101	97	99
G-E 103	97	95
MTH 111	87	63
SPC 105	98	93
HUM 100	93	NA
SPC 121	98	92

Year Three Winter Results

Retention - 154 of 178 or 86.5% returned for Spring Term

Competency Pass Rates

Reading	9 of 14 or 64%
English	12 of 20 or 60%

Honor Point Averages

Mean 2.17 Median 2.29

2.0 HPA and above	102/154	66%
2.5 HPA and above	58/154	38%
3.0 HPA and above	27/154	18%

Credit Hour Production

Credits Taken	Mean 11.93	Median 12.0
Credits Passed	Mean 11.42	Median 13.0

Course Performance

	University Pass Rate %	CSP Pass Rate %
ENG 111	94	97
ENG 112	94	72
RED 101	95	98
G-E 103	NA	80
G-E 104	93	93
MTH 111	80	80
SPC 105	96	100
HUM 100	90	87
SPC 121	97	100

Year Three Spring Results

Retention - 148 of 178 or 83%

Competency Pass Rates

Reading	4 of 7 or 57%
English	3 of 5 or 60%

Honor Point Averages

Mean 1.83 Median 1.88

Credit Hour Production

Credits Taken	Mean 12.02	Median 12.0
Credits Passed	Mean 10.3	Median 11.0

Course Performance

	University Pass Rate %	CSP Pass Rate %
ENG 111	90	91
ENG 112	94	88
RED 101	94	92
G-E 103	NA	NA
G-E 104	NA	83
MTH 111	82	73
SPC 105	97	85
HUM 100	90	79
SPC 121	97	83
ENG 113		96

Year Three Cumulative Results

Retention - 148 of 178 or 83% completed Spring term

Minority Retention - 19 of 23 or 83% completed Spring term

Competency Pass Rates

Reading	94 of 96 or 98% reached competency
English	100 of 109 or 97% reached competency

Honor Point Averages

Mean 224 Median 2.28

2.0 HPA & above	97/148	66%
2.5 HPA & above	53/148	36%
3.0 HPA & above	17/148	11%

Credit Hour Production

Credits Taken	Mean 33.1	Median 33.0
Credits Passed	Mean 35.5	Median 37.0

Year Three Summary

The data from the third year of the Collegiate Skills Program has served to clarify what levels of success the program can likely maintain. It is clear that virtually every student who persists for up to three terms in CSP will reach competency in reading and writing. It is also clear that CSP students, on the average, can handle freshman level content courses on a par with non-CSP freshman students.

The retention data from the first three years is pointing to a solid 50% retention rate from freshman to sophormore year for CSP students. The rate of 50% was the original target goal of the CSP and represents a significant improvement over pre-CSP retention data of the general studies population which was only 30%.

The orientation courses, G-E 103-104, have been more successful than ever expected. Beginning fall of 1988, more sections of G-E 103 will be offered to "regular freshmen" students than to CSP students. The reason is clearly due to the positive impact G-E 103-104 has had on students' ability to adjust and survive in college.

Year four is likely to bring another decline in CSP enrollment. There is discussion underway as to how the success the CSP has enjoyed with the below 2.0 HPA student can be expanded and applied to other populations of the University.

APPENDIX A

Comparative data as of June 1988 from the three years of the CSP's operation are included in Appendix A. The specific areas of comparison are listed below.

1. Attrition Data by Category for 1985 & 1986 of CSP Students Page 39

2. Three Year Comparison of CSP Student Retention Page 40

3. Three Year Comparison of CSP Student Minority Retention Page 40

4. Retention by ACT Composite of CSP Students Still Enrolled at FSU as of Spring Term 1988 Page 41

5. Current Enrollment from 1986 CSP Population Page 41

6. CSP Student Persistence by ACT Composite Range Page 42

7. Three Year CSP Median Honor Point Average Composite Page 43

8. Three Year CSP Honor Point Average Comparison by HPA Range Page 43

9. Three Year CSP Cumulative Credit Hour Production Comparison Page 43

10. Three Year Comparison of CSP ACT Composite Averages Page 44

11. Three Year Comparison of CSP Student Composite Scores by ACT Range Page 44

12. Three Year Comparison of the ENG 111 Pass Rate of Students who Reached English Competency through Collegiate Skills with the University-Wide ENG 111 Pass Rate Page 45

13. Three Year Comparison of English Competency Pass Rate of CSP Students who took English Improvement Classes Page 45

14. Three Year Comparison of the Degrees of Reading Power (DRP) Pre Test to Post Test Results Page 46

15. Three Year Comparison of Reading Competency Pass Rates of CSP Students Taking Reading Improvement Courses Page 46

COLLEGIATE SKILLS PROGRAM - ATTRITION DATA BY CATEGORY
1985 AND 1986

The following data is a break down by category of the attrition of the General Studies population served by the Collegiate Skills Program from 1985 and 1986 (519 students). The data is an average of the two years and is based on student exit interviews conducted prior to the end of each academic year, student's official college records and in the case of transfers, a check of the registrars office to determine if official transcripts were requested.

Returned to Ferris for Fall term of second year	49%
Self-reported Transfers	13%
Academically Denied	11%
Disciplinary Denials	4%
Financial Difficulty	15%
Entered Military Service	2%
Working	2%
Undecided	2%
Unknown	2%

THREE YEAR COMPARISON OF CSP STUDENT RETENTION

	1985	1986	1987
Initial Enrollment	243	276	178
Enrolled for 2nd year	121/243 50%	132/276 48%	
Enrolled for 3rd year	91/243 33%		

THREE YEAR COMPARISON OF CSP STUDENT MINORITY RETENTION

	1985	1986	1987
Initial Enrollment	56/243 23%	57/276 21%	24/176 14%
Enrolled for 2nd year	30/56 54%	23/57 40%	
Enrolled for 3rd year	12/56 21%		

RETENTION BY ACT COMPOSITE OF CSP STUDENTS
STILL ENROLLED AT FSU AS OF SPRING TERM 1988

Current Enrollment from 1985 CSP Population: 68/243 or 28%

	Enrolled	Percent
ACT 01 - 10	21/68	31.0
ACT 11 - 15	29/68	43.0
ACT 16 - 35	18/68	27.0

Current Enrollment from 1986 CSP Population: 105/276 or 38%

	Enrolled	Percent
ACT 01 - 10	30/105	28.5
ACT 11 - 15	45/105	43.0
ACT 16 - 35	30/105	28.5

COLLEGIATE SKILLS PROGRAM STUDENT PERSISTENCE BY ACT COMPOSITE RANGE

1985	Initial Enrollment	Enrolled Spring Term 1988 (after 8 terms)	Percent
ACT 01 - 10	87	21	23.7
ACT 11 - 15	79	29	36.7
ACT 16 - 35	77	18	23.3

1986	Initial Enrollment	Enrolled Spring Term 1988 (after 5 terms)	Percent
ACT 01 - 10	86	30	35
ACT 11 - 15	87	45	52
ACT 16 - 35	103	30	29

THREE YEAR CSP MEDIAN HONOR POINT AVERAGE COMPARISON

MEDIAN HPA

	1985	1986	1987
Fall Term	2.30	2.28	2.70
Winter Term	2.12	1.98	2.29
Spring Term	1.83	2.02	1.85

THREE YEAR CSP HONOR POINT AVERAGE COMPARISON BY HPA RANGE

2.0 and above

	1985	1986	1987
Fall Term	60%	63%	78%
Winter Term	57%	58%	66%
Spring Term	51%	38%	46%

2.5 and above

Fall Term	37%	40%	58%
Winter Term	37%	29%	38%
Spring Term	22%	16%	18%

3.0 and above

Fall Term	20%	20%	34%
Winter Term	19%	9%	18%
Spring Term	7%	6%	8%

THREE YEAR CSP CUMULATIVE CREDIT HOUR PRODUCTION COMPARISON
(AFTER 3 TERMS)

	1985	1986	1987
Mean credits taken	28.45	33.4	32
Mean credits passed	35.31	32.2	37

THREE YEAR COMPARISON OF CSP ACT COMPOSITE AVERAGES

	1985	1986	1987
Median ACT Composite	13	13	13
Mean ACT Composite	12.7	12.9	13.09

THREE YEAR COMPARISON OF CSP STUDENT ACT COMPOSITE SCORES BY ACT RANGE

	1985	1986	1987
ACT Composite			
01-10	35%	31%	32%
11-14	33%	32%	30%
15-20	24%	32%	31%
21-35	08%	06%	06%

THREE YEAR COMPARISON OF THE ENG 111 (FRESHMAN COMPOSITION) PASS RATE OF STUDENTS WHO REACHED ENGLISH COMPETENCY THROUGH COLLEGIATE SKILLS WITH THE UNIVERSITY-WIDE ENG 111 PASS RATE

*Winter Terms	1985 University 88.3%	1985 CSP 82.7%
	1986 University 92%	1986 CSP 93%
	1987 University 94.2%	1987 CSP 97%
Spring Terms	1985 University 85%	1985 CSP 62%
	1986 University 79.7%	1986 CSP 73%
	1987 University 90%	1987 CSP 91%

*majority of CSP students take ENG 111 during winter term

THREE YEAR COMPAIRSON OF ENGLISH COMPETENCY PASS RATES OF CSP STUDENTS WHO TOOK ENGLISH IMPROVEMENT COURSES

	1985	1986	1987
Fall Term Pass Rate	57% 102/182	74% 110/148	86% 93/109
Winter Term Pass Rate	38.5% 22/57	58% 21/36	62% 9/15
Spring Term Pass Rate	61% 17/28	78% 7/9	57% 4/7
Total Pass Rate	77% 141/182	93.2% 138/148	97% 106/109

THREE YEAR COMPARISON OF THE DEGREES OF READING POWER (DRP)
PRE TEST TO POST TEST RESULTS

	1985	1986	1987
Pre Test Mean Score	57.8 units	58.5 units	59.9 units
Post Test Mean Score*	70.4 units	67.5 units	70.8 units
Average Gain in units	12.6 units	9.0 units	10.9 units

* Unit score after one term of instruction

THREE YEAR COMPARISON OF READING COMPETENCY PASS RATES OF CSP STUDENTS TAKING READING IMPROVEMENT COURSES

	1985	1986	1987
Fall Term Pass Rate	84% 123/146	75% 86/114	86% 82/95
Winter Term Pass Rate	45% 10/22	69% 20/29	64% 9/14
Spring Term Pass Rate	83% 5/6	75% 6/8	60% 3/5
Total Pass Rate	93.8% 137/146	98% 112/114	98% 94/96

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